

Executive Summary School Accountability Report Card, 2010–11

For Forest Ranch Charter

Address:	PO Box 5, Forest Ranch, CA, 95942-0005	Phone:	(530) 891-3154
Principal:	Christia Marasco, Executive Director	Grade Span:	K-6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Forest Ranch Charter School (FRCS) is located in the Sierra Nevada foothills, 13 miles east of Chico at approximately the 2,200 foot elevation. The school was originally chartered by Chico Unified School District (CUSD) for two years in 2008 and for another five years in 2010. The school is chartered to serve kindergarten through eighth grade, and currently serves kindergarten through sixth grades. Almost 100 students from the Chico and Forest Ranch areas enrolled in the school in 2010-11.

FRCS students are challenged daily to perform their personal best through high expectations, individualized educational goals and low teacher-student ratios. We offer integrated thematic lessons and hands-on learning opportunities, with a focus on literacy, mathematics and science. A weekly pull-out GATE program ensures that advanced students are challenged and engaged. An elective rotation including art, drama, music, choir, dance, gardening, and sports helps stimulate interest in life-long learning and self-enrichment.

Values - FRCS pursues excellence in education through adhering to the following values: engaging, secure, community, sustainability, and integrity. We strive to provide an engaging (innovative, purposeful, fun) and secure (emotionally and physically) educational program. We intend to do this with an emphasis on community and sustainability (fiscally sound, environmentally responsible, core value retention). We strive to approach these responsibilities with integrity at all times.

Mission Statement - To provide a community school that allows each student to maximize their learning potential in a safe and engaging environment.

Vision Statement - To inspire our students and community through a sustainable, comprehensive academic environment.

Student Enrollment

Group	Enrollment
Number of students	94
Black or African American	1.1%

American Indian or Alaska Native	1.1%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	2.1%
Native Hawaiian or Pacific Islander	1.1%
White	80.9%
Two or More Races	10.6%
Socioeconomically Disadvantaged	31.9%
English Learners	0.0%
Students with Disabilities	7.4%

Teachers

Indicator	Teachers
Teachers with full credential	5
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	68%
Mathematics	59%
Science	81%
History-Social Science	0%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	846
Statewide Rank (from 2010 Base API Report)	7
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 5 of 5
2011–12 Program Improvement Status (PI Year)	N/A

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The FRCS facility was constructed in 1991 to house the CUSD Forest Ranch Elementary School. When Forest Ranch Elementary School was closed in 2008, FRCS was able to utilize the site through a Prop 39 agreement with CUSD.

The site is approximately five acres set in the beautiful, forested, foothill community of Forest Ranch located roughly 13 miles from Chico when traveling east on Highway 32. The grounds are fenced to limit unauthorized access and facilitate supervision. The site includes an administration building, a multi-purpose room including a full kitchen and gymnasium, a library, four permanent classrooms, two portable classrooms, a school garden, an irrigated playfield, play equipment, and a large blacktop area.

FRCS has a paid custodian along with volunteers who maintain and clean the facility. The students, staff, parents and community members are proud of their school and strive to care for the buildings and grounds. The school reflects the great foothill community in which it rests.

The most recent facility inspection was performed in January of 2012 using the Facility Inspection Tool and School Facility Conditions Evaluation. The evaluation revealed that the site is clean, well cared for and in excellent condition.

Planned improvements are currently focused on the installation of two more portables during the 2011-12 school year to accommodate growth. During the 2012-13 school year these two new portables will allow FRCS to expand to one kindergarten, two first-second classes, two three-four classes, and one five-six class. Additionally, there will continue to be a classroom available for multiple uses, including a GATE classroom, science museum, and music classroom. Yet another classroom will be available for pull out intervention and special education instruction.

Repairs Needed

There is a faucet in the MPR girls restroom that needs to be replaced. Several exterior light bulbs need replacement.

Corrective Actions Taken or Planned

The faucet for the MPR girls restroom has been purchased and is awaiting installation. Paperwork is being processed for PG&E assistance in purchasing the replacement bulbs for the exterior lighting to enhance their energy efficiency.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	None
Mathematics	None
Science	None
History-Social Science	None
Foreign Language	None
Health	None
Visual and Performing Arts	None

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,348
District	\$5,212
State	\$5,455

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Forest Ranch Charter	District Name	Chico Unified
Street	PO Box 5	Phone Number	(530) 891-3000
City, State, Zip	Forest Ranch, CA, 95942-0005	Web Site	www.chicousd.org
Phone Number	(530) 891-3154	Superintendent	Kelly Staley
Principal	Christia Marasco, Executive Director	E-mail Address	kstaley@chicousd.org
E-mail Address	cmarasco@forestranchcharter.org	CDS Code	04614240118042

School Description and Mission Statement (School Year 2010–11)

Forest Ranch Charter School (FRCS) is located in the Sierra Nevada foothills, 13 miles east of Chico at approximately the 2,200 foot elevation. The school was originally chartered by Chico Unified School District (CUSD) for two years in 2008 and for another five years in 2010. The school is chartered to serve kindergarten through eighth grade, and currently serves kindergarten through sixth grades. Almost 100 students from the Chico and Forest Ranch areas enrolled in the school in 2010-11.

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Opportunities for Parental Involvement (School Year 2010–11)

Parental involvement is a key component of FRCS. Our school was created by and for parents. Ten out of fifteen (67%) of our regular staff currently have students enrolled in the school. Volunteers hold many key positions in the daily operation of the school and make extra opportunities such as field trips, special events and elective classes possible in this time of low school funding. Parent and family involvement in and out of the classroom is strongly encouraged and valued.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	16	Grade 8	0
Grade 1	17	Ungraded Elementary	0
Grade 2	16	Grade 9	0
Grade 3	10	Grade 10	0
Grade 4	7	Grade 11	0
Grade 5	16	Grade 12	0
Grade 6	12	Ungraded Secondary	0
Grade 7	0	Total Enrollment	94

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.1%
American Indian or Alaska Native	1.1%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	2.1%
Native Hawaiian or Pacific Islander	1.1%
White	80.9%
Two or More Races	10.6%
Socioeconomically Disadvantaged	31.9%
English Learners	0.0%
Students with Disabilities	7.4%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K, 1	20	1	0	0								
2, 3	18	1	0	0								
4, 5, 6	23	0	1	0								
K					16	1	0	0	20	1	0	0
1, 2					20	1	0	0	17	1	0	0
2, 3									26	0	1	0
3, 4					26	0	1	0				
4, 5									16	1	0	0
5, 6					19	1	0	0	19	1	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. School Climate

School Safety Plan (School Year 2010–11)

The School Safety Plan was developed and is updated annually, in accordance with Senate Bill 187. This plan is available upon request. The key elements cover traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat, bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Fire drills are conducted monthly and earthquake drills are conducted quarterly. All staff members are refreshed annually as to their responsibilities in the event of an emergency.

The Safe School Plan supplements the School Safety Plan. This plan consists of two interacting components: places and people, and programs. Our goal is to provide a school environment where students, parents, and community members feel safe and can create positive communication.

Health and safety concerns are regular items on our Board of Director agendas, at PTP meetings, and at our Safe School Team meetings. They are also addressed as necessary in our monthly newsletters and on the school website.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0%	0.01%	0.02%	6.92%	10.03%	8.86%
Expulsions	0%	0%	0%	0.77%	0.73%	0.58%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

The FRCS facility was constructed in 1991 to house the CUSD Forest Ranch Elementary School. When Forest Ranch Elementary School was closed in 2008, FRCS was able to utilize the site through a Prop 39 agreement with CUSD.

The site is approximately five acres set in the beautiful, forested, foothill community of Forest Ranch located roughly 13 miles from Chico when traveling east on Highway 32. The grounds are fenced to limit unauthorized access and facilitate supervision. The site includes an administration building, a multi-purpose room including a full kitchen and gymnasium, a library, four permanent classrooms, two portable classrooms, a school garden, an irrigated playfield, play equipment, and a large blacktop area.

FRCS has a paid custodian along with volunteers who maintain and clean the facility. The students, staff, parents and community members are proud of their school and strive to care for the buildings and grounds. The school reflects the great foothill community in which it rests.

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School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			None
Interior: Interior Surfaces		X			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			None

Electrical: Electrical		X			Replace burned out soffit lighting
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Replace missing faucet in girls restroom
Safety: Fire Safety, Hazardous Materials		X			None
Structural: Structural Damage, Roofs		X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			None
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	3	4	5	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	0%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Library Media Teacher (librarian)	N/A	
Library Media Services Staff (paraprofessional)	N/A	
Psychologist	0.04	
Social Worker	N/A	
Nurse	0.01	
Speech/Language/Hearing Specialist	0.10	
Resource Specialist (non-teaching)	0.16	
Occupational Therapist	0.01	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Our teachers strive for academic excellence by using a range of state adopted, supplementary and teacher created curriculum to meet or exceed state standards in all of the core subjects. We have an extensive curriculum and resource library that consists of mostly new materials. Where textbooks are the primary source (mathematics) students have their own book. In other subjects at least 1 resource or literature book is available for each student.

Sadlier-Oxford and Accelerated Math are used as core mathematics programs. Supplementary resources available include at a minimum Everyday Mathematics, Critical Thinking Company, and Marci Cook materials.

For Language Arts, teachers have the use of assorted materials including: Reading A-Z, Step Up to Writing, Houghton and Scholastic Literacy primers, Rigby Readers, a wide range of short stories, poems, fiction and non-fiction book sets, Houghton-Mifflin Spelling and Vocabulary, Sequential Spelling, Zoo Phonics, Primary Phonics, Explode the Code and Easy Grammar to develop their literacy programs.

For Social Studies and Science, teachers use various resources including state adopted materials to create lessons that meet or exceed state standards. History of US, The Ancient World Series, Foss Kits, GEMS, Houghton-Mifflin and Harcourt Science are among the resources utilized.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,535.06	\$3,186.64	\$4,348	\$38,000
District			\$5,212	\$65,393
Percent Difference – School Site and District			17%	42%

State		\$5,455	\$67,667
Percent Difference – School Site and State		20%	44%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

FRCS offers many supplemental educational services. These include weekly Band, Choir, Classroom Music, and a pull-out GATE Program. Other funded services are Performing Arts including Dance, Choir, and Drama, Nature Study and Gardening, Arts and Crafts, Handwork, and Sportsmanship on an elective rotation. The Explorer's Club provides a daily aftercare program operated by a credentialed teacher. Transportation services between Forest Ranch and Chico are offered free of charge to all students. Nutrition services provided include participation in the National School Lunch Program, providing a healthy and nutritious lunch to all students, including the availability of free and reduced lunch to eligible families. Breakfast will be added as a service in the 2011-12 school year.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,541	\$41,035
Mid-Range Teacher Salary	\$53,749	\$65,412
Highest Teacher Salary	\$84,597	\$84,837
Average Principal Salary (Elementary)	\$95,080	\$106,217
Average Principal Salary (Middle)	\$99,405	\$111,763
Average Principal Salary (High)	\$102,267	\$121,538

Superintendent Salary	\$166,688	\$197,275
Percent of Budget for Teacher Salaries	41.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	49%	66%	68%	54%	56%	58%	50%	52%	54%

Mathematics	51%	66%	59%	46%	47%	51%	46%	48%	50%
Science	0%	0%	81%	61%	64%	67%	50%	53%	56%
History-Social Science	0%	0%	0%	50%	55%	59%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	58%	51%	67%	59%
All Students at the School	68%	59%	81%	0%
Male	67%	58%	0%	0%
Female	69%	60%	0%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Hispanic or Latino	0%	0%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	68%	60%	80%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	63%	55%	0%	0%
Students with Disabilities	0%	0%	0%	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.20%	33.30%	33.30%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	N/A	6	7
Similar Schools	N/A	N/A	N/A

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	B	35	3

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	56	846	8,725	803	4,683,676	778
Black or African American	1		324	696	317,856	696
American Indian or Alaska Native	1		164	743	33,774	733
Asian	0		612	775	398,869	898
Filipino	0		53	907	123,245	859
Hispanic or Latino	1		1,762	730	2,406,749	729
Native Hawaiian or Pacific Islander	1		45	819	26,953	764
White	45	843	5,596	835	1,258,831	845
Two or More Races	4		23	762	76,766	836
Socioeconomically Disadvantaged	17	809	3,894	731	2,731,843	726
English Learners	0		1,321	681	1,521,844	707
Students with Disabilities	6		977	622	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	n/a	In PI
First Year of Program Improvement	n/a	2004-2005
Year in Program Improvement	n/a	Year 3

Number of Schools Currently in Program Improvement		10
Percent of Schools Currently in Program Improvement		35.7%

Note: Cells shaded in black do not require data.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

At FRCS we believe professional development of faculty and staff is critical to our success. Throughout the year, faculty and staff have required and optional trainings on various topics. Faculty has weekly group meetings as well as one-on-one meetings with the school administrator to consult on curriculum development, program philosophy, and collaboration.

The FRCS school calendar contains three school days dedicated to staff development provided through workshops and outside consultants. In addition to those three days, faculty and staff are encouraged to attend trainings that may become available during the school year as well as during vacation breaks to improve their usefulness to the school and their professional growth.

The FRCS Governing Board is committed to forming relationships with other schools and keeping abreast of best practices in governance and education. Our administration regularly collaborates with other programs and encourages faculty to connect with others in their field.

Forest Ranch Charter

School Accountability Report Card, 2010-2011

Chico Unified

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